

LONDON PRIDE

121

believe that we are only to provide the means of
 instruction for
 a certain limited number of people, who we
 think will rise,
 while the rest are to toil for our convenience For
 our convenience¹ Who is to hew? Who is to deliver our
 bread? Our
 convenience¹ Our comfort¹ Our comfort is to stand
 in the way
 of enabling these people, our fellow-citizens, to
 attain anything
 better than being mere hewers of wood and
 drawers of water¹
 I must apologise for having been betrayed into a
 little heat, but
 I do object to the notion that, for our
 convenience, we are to
 keep people as hewers of wood and drawers of
 water"

The occasion was a revealing one, to many
 who were
 there So easy is it to believe that self-
 control, a calm
 exterior, a perfect consideration for others, an
 unvarying
 amiability of manner, imply a want of ardour
 or intensity
 of concern If the test of an authentic passion
 be the accom-
 plishment of some valid service towards its
 object, however,
 what he did for education, both school and
 university, in
 London, stands as proof of passion of the most
 enduring kind
 Reading *The London Programme*, one notes,
 with some
 surprise, that the fact-packed survey of
 London as it was
 in the 'nineties, and that picture of London it
 was to be,
 contains no mention of education The ideal
 of municipal
 activity set out, was, thanks to him, in London
 largely to be
 realised By its schools and schooling, he was
 to do at least
 as well If he says nothing about it in this
 place, the reason
 of course is that, at the time, primary education
 was outside
 the scope of the Council and assigned to
 another body—
 the School Board and, although the

Council was the authority for technical and higher education, it had made, until he got on to it, little use of its powers. To such separation and division of authorities, he was opposed, but his tactic for reform was neither to attack the School Board nor assail, directly, the system of separation. It was, rather, so skilfully to extend, aggrandise, and make efficient the Council's department, for which he, as Chairman of its so-called Technical Education Board, was mainly respon-